Lesson Plan 12

Content Area: P.E.- Cross Country Skiing

Putting it all together

**Time Estimate:** 2 hours

**Summary:** Kids will go for a long adventure ski using all the techniques they have learned.

**Goals/Objectives:**

Athletes will be able to:

 - complete a long ski using a variety of techniques

**Assessment:** Everyone makes it from point A to point B using skis!

**Equipment/Tools/Terrain:**

A variety of terrain

**Get the Jitters Out:**

 10 jumping jacks and take a seat

**Instructional Input**: rules, video, vocab

 Show video footage from Norwegian Birkibeiner ski race. Tell the story of the Prince Haakon:

Following the death of the Norwegian king Haakon Sverresson, the two rivaling factions, the Baglers and the Birkebeiners, fought to gain control of the country.

To keep Haakon Sverressons son - Haakon Haakonsson, from being killed by the Baglers, and by that securing the throne, a small group of Birkebeiners brought prince Haakon and his mother, Inga, north. Just after New Years Eve 1206 the two best skiers - Torstein Skevla and Skjervald Skrukka, carrying the child, chose the route across the mountains separating Gudbrandsdalen and Østerdalen. It was a strenuous journey, but the young prince was brought to safety in Trondheim.

The prince grew to become the king who united Norway, after 1000 years of civil war, and led the country into its golden age during the Middle Ages.

The name Birkebeinere was given by the Baglers, and originally intended to be offensive - referring to their leggings of birch bark, indicating that they were poor and incapable. They proved the Baglers wrong, and today the name carries a sence of pride, strength and endurance - something thousands of people, participating in the historical race every year, keep striving for.

* See more at: <http://www.birkebeiner.no/en/MainMenu/About-Birken/About-Birken/The-Birkebeiner-History/#sthash.lvxCkbqu.dpuf>
* From: <http://www.birkebeiner.no/en/MainMenu/About-Birken/About-Birken/The-Birkebeiner-History/>

Ask things like what helped them make it this far over the mountains? What kinds of hardships do you think they faced? How might they have overcome them?

This is a great time to talk about teamwork and leadership.

There are a few options from here depending on your group. If they are close in age or ability, having everyone do the ski together is a really nice way for everyone to enjoy skiing. However, if abilities are too varying within the group than this might make for a stressful ski in which case it is best to split up into groups.

The race is 54km so the goal is for the class to ski a combined 54km. It is great if it can be made into a point to point using snow machines to drop students off at various places. If you divide into groups, you can add the distance each groups travels together to make 54km. In this case you might make 3 groups and each one travels between 10-20 km with older or higher level skiers skiing more. Skating is generally faster so if you have a few kids who need a little more speed to stay with the group, they can skate while others classic. Most importantly, the groups need to carry their own Prince Haakon who weighs approximately 3.5kg.

It is great to make this a team effort so groups need to stay together helping each other, taking turns carrying the prince. The more adventurous, the better. Pick fun terrain or have problems the students must work through to make it back. You can hide clues or situation cards in which different events happen that the students must react to. Maybe the weather gets bad and they make a wrong turn or Prince Haakon gets too cold and they need to figure out a way to keep him warmer.

When the students return have them share their adventures with the other groups or record what happened in a journal.

Remember that kids will need snacks and water during this adventure. This is a great time to discuss nutrition ideas. A body needs to be well fueled in order to perform. What makes good fuel? Carbs burn quickly and provide energy faster. The more complex a carb, the longer it will take to digest. A good breakfast with more complex carbs is then important to keep you fueled for a long time. While you are exercising a more simple carb is ideal to get the energy faster. Proteins and fats are slow burning, but still important. They will make you feel more full for longer so some protein and fats with breakfast of lunch, depending on when you are working out is a good idea. Eggs and yogurt are great sources of both protein and good fats. Oatmeal or whole grain cereals are excellent carb choices. Protein helps to rebuild muscle so it is important to have some protein following exercise.

**Independent/Group Practice and Differentiation:** Athletes embark on their adventure.

**Wrap Up**

Was there a leader in your group? How did you help each other? What was the hardest part? How did you work through it? Days like this, when athletes are asked to put everything together are the days when goals are likely to be accomplished so be sure to give students time to look at their goals and record any progress as well as their activity for the day.

Standards

Grades K-2

**Standard A**
Demonstrate competency in motor and movement skills needed to perform a variety of physical activities:

1.    Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.

6.    Demonstrate balance on the ground and on objects, using bases of support other than both feet.

18.    Move with effort, time, force, and flow.

19.    Move in a variety of pathways (e.g. straight, curve, zig-zag).

**Standard C**
Participate regularly in physical activity:

1.    Participate in physical activity outside of physical education class.

2.    Identify appropriate physical activities for recess and outside of school.

3.    Attempt to perform new movement skills and activities.

**Standard D**
Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness:

4.    Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).

5.    Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move).

6.    Discuss the benefits of healthy food and beverage choices.

**Standard E**
Exhibit personal and social behavior that respects self and others in physical activity settings:

2.    Apply established class rules, procedures, and safe practices.

3.    Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.

4.    Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).

5.    Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).

6.    Accommodate individual differences. (e.g,. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).

7.    Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., bear or moose on playground).

8.    Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).

9.    Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).

**Standard F**
Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:

1.    Celebrate personal successes and achievements as well as those of others.

2.    Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)

3.    Name physical activities that are enjoyable.

4.    Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).

5.    Attempt new activities.

6.    Continue to participate when not successful on first try.

7.    Try new movements and skills willingly.

Grades 3-5

**Standard C**
Participate regularly in physical activity:

1.    Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.

2.    Participate in local physical activity opportunities.

3.    Choose to participate in structured and purposeful activity.

4.    Monitor his or her physical activity using a variety of tracking tools (e.g. fitness logs, pedometers).

**Standard D**
Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness:

1.    Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.

4.    Engage in appropriate physical activity that results in the development of cardiovascular endurance.

6.    Choose to participate in activities to increase muscular strength and endurance.

**Standard E**
Exhibit personal and social behavior that respects self and others in physical activity settings:

1.    Demonstrate awareness and participate safely when involved in activity.

2.    Form groups quickly when asked.

3.    Recognize importance of individual responsibility in a group effort.

4.    Encourage others by using verbal and nonverbal communication.

5.    Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).

6.    Work productively with assigned or random groups without adult intervention.

7.    Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.

8.    Act in a safe and healthy manner when confronted with conflict during physical activity.

9.    Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

**Standard F**
Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:

1.    Develop self-confidence and a positive self-image in physical activity settings.

2.    Choose motivators (e.g., music, friends) that will enhance fun and enjoyment in a physical activity setting.

3.    Participate in physical activities which will allow students to set and achieve individual and team goals.

4.    Participate with others in a variety of competitive and non-competitive physical activities.

Grades 6-8

**Standard A**
Demonstrate competency in motor and movement skills needed to perform a variety of physical activities

5.    Demonstrate competency for participation in adventure/outdoor activities (e.g., orienteering, snowshoeing, skating).

**Standard C**
Participate regularly in physical activity:

1.    Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.

2.    Set SMART goals, (specific, measurable, attainable, realistic, time sensitive) for participation in activities of own choosing.

3.    Maintain a physical activity log for a designated period of time (e.g., weight training charts, steps during the day, time engaged in physical activity).

**Standard E**
Exhibit personal and social behavior that respects self and others in physical activity settings:

1.    Demonstrate appropriate behavior in physical activity settings.

2.    Demonstrate concern for safety of self and others during games and activities.

3.    Demonstrate self-control and sportsmanship/etiquette during games and activities (e.g., accepting controversial decisions).

**Standard F**
Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:

1.    Identify several reasons why participation in physical activities is enjoyable and desirable.

2.    Reflect on reasons for choosing to participate in selected physical activities (e.g., health, challenge, self-expression, social interaction, personal goal).

3.    Enjoy working alone or with others in a sport or physical activity to achieve a goal.

Grades 9-12

**Standard A**
Demonstrate competency in motor and movement skills needed to perform a variety of physical activities:

5.    Demonstrate competent skills while participating in adventure/outdoor activities (e.g., Alaskan cultural physical activities, hunting, fishing, skiing, biking, hiking, wilderness survival, camping).

**Standard B**
Apply movement concepts to the learning and performance of physical activities:
2.    Use a variety of complex movement patterns, independently and routinely, to improve skills.

3.    Acquire new skills while continuing to refine existing ones.

4.    Identify basic biomechanical principles as they pertain to movements within a physical activity.

5.    Recognize various levels of performance (novice, competent and proficient).

6.    Apply knowledge of major muscle groups to improve performance and/or create training plans.

7.    Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g., weightlifting, wearing a helmet while snowboarding).

**Standard E**
Exhibit personal and social behavior that respects self and others in physical activity settings:

1.    Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.

2.    Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.

3.    Accommodate individual differences. (e.g., ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).

4.    Exhibit sportsmanship/etiquette in all physical activity settings.

**Standard F:**
Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:

1.    Enjoy the challenge of working hard and the satisfaction of improving skills.

2.    Seek personally challenging experiences in physical activity opportunities.

3.    Recognize physical activity as a positive opportunity for social and group interaction.

4.    Analyze selected physical activity experiences for social, emotional, and health benefits